

Parkwood Primary School - Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Parkwood Primary School
Number of pupils in school	574
Proportion (%) of pupil premium eligible pupils	78 (13.6%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	Dec 2021
Date on which it will be reviewed	Dec 2022
Statement authorised by	Mr Alex Moir
Pupil premium lead	Mr Alex Moir
Governor / Trustee lead	Mr Terry Wildman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 91,080
Recovery premium funding allocation this academic year	£ 10,875 (+ 60% of £8302.50 School Led Tutoring = £4981.50) Total = £15,856
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£106,936.50

Part A: Pupil premium strategy plan

Statement of intent

At Parkwood we want our children who are recognised, due to circumstances, as 'disadvantaged', to be given the positive help and 'next steps' needed to have fair and equitable opportunities. We aim to remove barriers to their learning and life chances in order to grow up to be confident and successful people. We feel that happy children who have built up skills, knowledge and a strong sense of self will fulfil their potential in their future lives.

- To prioritise high impact measures to help Pupil Premium children make good progress and close learning gaps in comparison to non disadvantaged children
- To remove external barriers to good learning and attendance by supporting our parent community in their individual circumstances.
- To prioritise the teaching of Phonics for disadvantaged children as a way of embedding a confidence in and love of, reading.
- To build disadvantaged pupils comprehension of reading, in order to give them greater confidence in their reading and writing.
- To encourage and support disadvantaged PP pupils to have good attendance and help them to attend school regularly, with good punctuality.
- To ensure that all teachers are fully aware of disadvantaged children in their care, know their needs, address barriers to learning and be provided with CPD to raise this awareness.
- To give disadvantaged pupils easy access to extra curricular, enrichment and offsite trips, by targeting support to allow these experiences.
- To have a skilled, trained and organised pastoral team and nurture support. Prioritising and identifying disadvantaged children who require intervention.
- To build pupils social and emotional well being and confidence through the curriculum and targeted support.
- To build metacognitive skills so that disadvantaged children have a greater command over their own learning and the thinking skills needed to take their learning forward.
- To use feedback as a way of taking learning forward and planning next steps.
- To build cultural capital through a rich, diverse and concept based curriculum.
- To use all available resources and outside agencies to support and help disadvantaged pupils in their learning and wider needs.
- To target 1:1 teaching and tuition to support disadvantaged pupils where learning gaps have been identified.

High quality teaching, learning and feedback, combined with targeted planning and support, closely monitored, will give our disadvantaged pupils an improved set of skills,

a removal of barriers to learning and enhanced life opportunities. We have focused on high impact priorities.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Lower progress of disadvantaged pupils as a result of the Covid 19 pandemic and disruption to schooling
2	Lower progress of disadvantaged pupils compared with all pupils and non-disadvantaged pupils
3	Lower progress of disadvantaged pupils as a result of lower than average levels of attendance
4	Need to introduce researched and evidenced 'high impact' strategies linked to wider School Improvement Objectives (EEF)
5	Championing the rights and needs of Disadvantaged pupils at all levels and from all adults linked to the school.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Effective and targeted Feedback (both within class and via National Tutoring strategy) gives clear routes to next steps and therapies to accelerate progress. This will be a particular focus in Maths.	Feedback with our pupil premium children will result in accelerated progress and will result in clearly evidenced formative assessments which show a growing skill set.
A clear and structured Phonics programme to give a secure and sustainable basis for ongoing reading skills, championed by a Phonics and RWI lead, gives access to rapid acceleration in early reading skills.	Read, Write Inc will identify PP children causing concern and show the accelerated progress through the coloured bands, based on additional support. Children will have a greater confidence in their phonics work and this will translate into their reading skills.
Reading Comprehension and a love of reading promoted for all disadvantaged children in order to accelerate both progress and a life long love and skill of reading.	Children able to access their reading, in all aspects of the curriculum with greater confidence and fluency. This will translate into accelerated reading results. Pupil Progress meetings will evidence teacher understanding of where the PP

	<p>children are in their reading and the required next steps.</p> <p>Children will develop a love of reading.</p> <p>Pupils make progress in line with non PP children in the school</p>
<p>Metacognitive coaching to build strategies for disadvantaged pupils to learn more effectively and with great confidence. CPD to form part of this.</p>	<p>Children build up an awareness of learning skills which will help them overcome barriers and are given a rich diet of different learning and thinking skills and prompts.</p>
<p>Removal of barriers to learning which can be supported by the school, such a raising rates of attendance, lowering exclusion, supporting parents and providing inclusive pastoral support.</p>	<p>Attendance of 95% or more</p> <p>SEND children who are also PP make good progress in line with non PP children in the school.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ **38,470**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for key staff (1 day) and all staff (1 staff development day) on Read, Write, Inc to embed Phonics and Early Language acquisition.</p> <p>Investment in Phonics resources</p>	<p>Phonics is the gateway to reading and has been identified by the reading lead as needing investment in order to raise reading standards in our youngest children and has been introduced to all children up to Year 4.</p> <div style="border: 1px solid black; padding: 5px;"> <p>1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>3. The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>4. Phonics improves the accuracy of the child’s reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary.</p> </div> <p>RWI – Resources £2302.75 plus £2000 of additional books in Dec 2021</p> <p>Subscription - £225.00</p> <p>CPD (including release of Tas for 1 day for CPD training) = £1800 (staff overtime), CPD release for Senior Staff = £1500 = £3300</p>	<p>1,2,4</p> <p>Cost;</p>

	Total = £ 7602.75	
<i>Lead Practitioner to support teaching staff in terms of providing effective feedback. Including CPD</i>	<p>High quality feedback has a huge impact on children's progress. Feedback identified as a key priority within this report and by EEF.</p> <p>To Quote EEF</p> <div style="border: 1px solid black; padding: 5px;"> <p>Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.</p> <p>Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).</p> <p>This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers</p> </div> <p>Lead Practitioner Equivalent to 1.5hrs per week; 60 hrs over the year = £3600 Actual Teaching = 6 hrs per child X 78 @ average rate M6 = £16,136 Total = £19,736</p>	1,2
<i>SENDSCO to provide CPD for precision teaching as a way of building up skill sets and recall of disadvantaged pupils</i>	<p>Precision Teaching Planning and CPD to aid the precision teaching of children. This was geared towards disadvantaged pupils and the rapid building of skill sets but is of benefit to all children.</p> <p>Cabot Learning Federation;</p> <p>Precision Teaching is a method of planning a teaching programme to meet the needs of an individual child or young person who is experiencing difficulty with acquiring or maintaining some skills. It is one of the most effective teaching strategies for ensuring high levels of fluency and accuracy. Precision Teaching involves short one minute tasks to build skills by practising them regularly. It lets you monitor and track the progress the</p>	1,2

	<p>child makes very carefully and make changes to ensure the child is learning as fast as they can. It is not in fact 'teaching' in the full sense but is a tool to help highly effective teaching and support where a child is finding something difficult or where the skill they need to learn needs to be fluent and automatic. Carefully designed tasks allow children to practise key skills until they are fluent. It also provides the mechanisms for assessing and monitoring progress.</p> <p>CPD approx. £250 (SENCO time) Delivery at least 13.5% of 2hrs p/w, ave M6 pay X18. = £6610 =£6860</p>	
<i>Headteacher to provide CPD around key priorities and identified high impact strategies around PP</i>	<p>CPD and work with Governors, clearly sets out the schools key priorities around disadvantaged pupils. Equivalent to 2 days Cost; £1200 3X CPD, planning and Govs reports.</p>	4,5
<i>Headteacher to work with PP leads from other schools to compare and benchmark support in order to identify best practice.</i>	<p>Collaborative working across schools to raise standards for disadvantaged pupils in all.</p> <p>3 X meeting, initially December 2021 1 X half day 2 X full day</p> <p>Comparison of data, school to school support, benchmarking, sharing good practice. Looking at best practice externally. £1200</p>	4,5
<i>Effective use and targeted teaching of Destination Reader and PiXL using individual interventions, therapies and feedback to improve progress of disadvantaged pupils. Along with RWI, Destination Reader will improve access for</i>	<p>PiXL Club Assessment and Intervention Package. Relative cost £370 Destination Reader. Relative Cost. £127 (including reading journals) Power of Reading £50 Total = £547.00</p> <p>EEF</p>	1,2,4

<p><i>Disadvantaged Pupils in the Key Target Area of 'Reading Comprehension'.</i></p>	<p>1. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>2. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>3. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</p> <p>5. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.</p> <p>See costs above.</p>	
<p><i>Staff Training in Metacognition and it's importance within the learning process for all children, but with a specific focus on PP children.</i></p>	<p>Staff Development Day in Autumn 2022. Cost approx. £1000</p> <p>Initial Training (3X 1 Hr Headteacher/PP Lead, 2X1 Hr for Two Senior Leaders £325) = £1325</p> <p>1. The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p> <p>2. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p> <p>3. These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content.</p> <p>4. Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. For example, teachers might explain their thinking when interpreting a text or solving a mathematical task, alongside promoting</p>	<p>1,2,4</p>

	<p>and developing metacognitive talk related to lesson objectives.</p> <p>5. Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 54,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Every PP child in FS, Year 1 and Year 2, to get 1 hour of focused Phonics teaching per day as part of a group (group sizes vary)</i></p> <p><i>Identified pupils in Yr 3 and 4 to receive the same. See above, this is seen as an important gateway to reading comprehension.</i></p>	<p>EEF; Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Approx cost; £29,070 (ave teacher or TA wage, within group of 5) 51 children.</p>	1,2,4
<p><i>School Led Tutoring</i></p>	<p>EEF</p> <ol style="list-style-type: none"> 1. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. 2. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. 3. One to one tuition can be expensive to deliver, particularly when delivered by teachers. Approaches that either deliver instruction through teaching assistants or in small groups rather than one to one have smaller positive effects, on average, but may be a cost-effective solution to providing targeted support. 4. For one to one tuition led by teaching assistants, interventions are likely to be partic- 	1,2,4

	<p>ularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</p> <p>Following the claim back = Initial outlay of £1080 (@£15p/h per child) Following term to be doubled = £2160 Same in Term 4,5,6,1,2 = £10800 Total = £14040</p>	
<i>Additional Tutor for Disadvantaged Pupils</i>	<p>Highly Experienced Teacher to offer Tutoring to 1.5 days p/w UPS1 (from November 2021)</p> <p>£11,900</p>	1,2,4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£41,082**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Pathways team to offer support to identified pupil premium children (Including those with SEND)	<p>We have a designated Pastoral leader and small pastoral support team to design interventions and support children with a range of needs, including disadvantaged children in need of support</p> <p>Cost of Pastoral Team (with Disadvantaged pupils calculated as a proportion of time)</p> <p>Counselling Sessions. PP children make up 2/7 of this support at a cost of £1981.</p> <p>Mid Level therapeutic Services 9/24 of funding to PP children = approx £7700 p/y</p> <p>Wake and Shake Breakfast Club (Children provided with breakfast and a variety of activities designed to prepare for learning) 1 of 2 children PP, Let's start the day with Talk and Toast Breakfast Club (Variety of activities to provide pastoral support and a calm start to the day) 3 of 6 children are PP.</p>	3,5

	<p>Combined Funding = 2 X TAs and 0.8 of a teacher, for 1 hour per day between these groups = approx. £4000 + £5775 = £9774 plus negligible costs for food and resources (Approx. £250 p/y) =£10,025.</p> <p>Total = £19706</p>	
<p><i>Attendance and Welfare office and Safeguarding lead to provide family support around attendance of disadvantaged pupils.</i></p>	<p>Good attendance results in improved opportunities and enhances future life chances.</p> <p>Attendance is over seen by the Safeguarding Lead, Attendance and Welfare Officer and Attendance Advisory Service.</p> <p>Our Disadvantaged pupils have a rate of attendance approximately 2% below that of the rest of the school and therefore a greater proportion of children under 95% are disadvantaged support for those children is approx. 25% of that support.</p> <p>Attendance Advisory Service 25% of A and W Officer (Provides direct support and advice for families). Approx £300</p> <p>25% of A and W Officer = £4761 25% of 1 day p/w Safeguarding Lead = £ = £2735 Total = £7795</p>	3,5
<p><i>Additional £50 support entitlement funding for PP pupils</i></p>	<p>To assist with extra curricular activities, help with equipment and resources for school. Uniform if needed. £50 per pupils = £3900</p>	3,5

Total budgeted cost: £ 134,532

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The previous pupil premium report was compiled by the previous deputy headteacher and inclusions lead. The report covered until 2023, but this report both overlaps with and supersedes elements of that report.

The school provided technology to all pupil premium children who needed it in 2020-21, throughout the Covid 19 pandemic. A significant number of disadvantaged pupils accessed school in person throughout the pandemic, and this number went up considerably during the lockdowns. Up to 25% of pupils were in school during January and February of 2021. These were split evenly between disadvantaged pupils and those who were children of Key workers.

'Attendance' during the lockdowns was good. This was a combination of online and in person and went up from around 60% in our youngest children to over 90% in our Year 6s. By attendance we refer to regular and consistent attendance. Children with more varied attendance added to the numbers. The feedback from families regarding the support the school gave was good and all information was regularly and fully reported to Governors, with evidence and data.

Children were assessed at the end of 2020/21. Year 6 results as follows;

Reading 5/10 children (with data) were expected or above

Writing 5/10 children (with data) were expected or above

Maths 5/10 children (with data) were expected or above

Effectiveness of Teaching and Learning, as supported by the Lead Practitioner and Senior Leaders is good and improving as a result of more focused school improvement, distributed leadership, more focused accountability and strong CPD. Feedback is a key part of this.

Phonics has become a key priority and is fully embedded in this new report, but we have started on that highly resourced and effectively led area, from September 2021, to help close the learning gaps for our disadvantaged pupils, improve life chances and embed a love of reading, which can be accessed easily.

Learning gaps have already been more accurately identified and accurate interventions and support put in place, these gaps are identified quickly and efficiently using PiXL diagnostics and therapies and intervention are quickly and decisively put in place so that disadvantaged pupils can make good progress.

Social and emotional needs of children are more efficiently and fully identified and addressed in terms of support, via the pastoral, safeguarding and SEND leads. This is evidenced in individual plans and pastoral support plans and the respective registers.

School Meals were provided to disadvantaged pupils throughout the pandemic. This was consistent throughout 2020 and 2021. Many meals were hand delivered. The school enriched its offer by having regular online assemblies which continued reward and recognition systems.

PSHE lessons were used in a targeted way, when children were at home and when they returned. Welfare was checked on in the form of Pupil and Parent questionnaires.

Use of CPOMS from September 2021 and a comprehensive approach to attendance via the safeguarding lead has begun to build a robust profile of need in the school with correct digital safeguards put in place.

Barriers to learning have been addressed in a very different way over the past year. Contact and individual focus on pupil premium children has been extensive and we feel we offer a good support offer which is developing, in tandem, with a good teaching and learning offer.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Phonics	Read, Write In
Reading	Destination Reader
Maths	White Rose Maths
Writing	Power of Reading
Curriculum	Jonathon Lear (Independent Thinking)

Further information (optional)

The school is committed to spending more than it's pupil premium budget on our disadvantaged pupils, in that many of the interventions which are targeted at Pupil Premium children, but will also benefit those around them.